

Smithville Independent School District

Smithville Junior High

2025-2026 Campus Improvement Plan

Mission Statement

SMITHVILLE JUNIOR HIGH SCHOOL BUILDS RESPECTFUL RELATIONSHIPS AND POSITIVE CONNECTIONS AMONG STAFF, STUDENTS, FAMILIES, AND COMMUNITY. WE CREATE A SAFE, INCLUSIVE, AND SUPPORTIVE LEARNING ENVIRONMENT. WE CONSISTENTLY MODEL HIGH EXPECTATIONS AND INDIVIDUAL ACCOUNTABILITY. WE PROVIDE AN INNOVATIVE CURRICULUM AND RELEVANT INSTRUCTION TO ENCOURAGE CREATIVITY AND SUPPORT STUDENT SUCCESS.

Vision

Smithville Junior High School builds respectful relationships in a safe learning environment to inspire success.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Smithville Junior High School conducted a campus needs assessment on March 25, 2025 to determine areas of need for the 2025-2026 school year. We reviewed various data sources such as walkthrough data, PLC agendas, technology responses, SJHS family engagement plan, Title I parent - school compact, December data, I-Ready data, Bullying survey, Teacher survey, and Discipline report. Strengths and weaknesses were identified and summarized during the meeting.

Curriculum, Instruction, and Assessment: Strengths - Implementation of HQIMs, data conversations with short cycles/benchmarks, and structure of PLCs. Needs - Staff development to breakdown I-Ready.

Technology: Strengths - Number of Chromebooks for the classroom and security with lightspeed. Needs - Backup Chromebooks for the classroom, policy when students damage technology, and AI training for Chromebooks.

Parent, Family and Community Engagement: Strengths - Comprehensive family engagement plan and parent compact. Needs - More parent participation and Booster Club.

School Context and Organization: Strengths - Master Schedule allows for students to take their electives and provides intervention with tiger time. Needs - More participation on committees and mentor/mentee have the same conference period.

Student Achievement: Strengths - 6th & 7th grade TELPAS scores in advance. Algebra I scores improved and grew with 8th grade math scores. Needs - Bridge the gap between races and the special education population.

School Culture and Climate: Strengths - Most students feel there is a trusted adult on campus, 67% of the students are not bullied, students feel there are less fights, and teachers support each other and they feel safe. Needs - More resources for students to get help and support. Making sure students know where to go for help. Referrals have increased and need to be more consistent.

Staff Quality, Recruitment, and Retention: Strengths - High scores for Hispanic population and science scores are growing. Needs - More professional development for differentiation within the classroom. There needs to be more support and strategies for emergent bilinguals and special education populations.

As we move forward, we will continue to dedicate 45 minutes at the end of each day for our PLCs. This time will focus on planning using HQIM resources and implementing data analysis protocols to drive instruction. The administrative team will review professional development days, guided by insights from classroom walks and STAAR data. Our goal is to support teachers with effective implementation of the Fundamental 5, Lead4ward strategies, and a strong emphasis on Tier 1 instruction. In addition, the CARC committee will collaborate with families to improve student attendance. PBIS will also implement rewards initiatives to further encourage attendance. We will maintain a strong focus on MTSS, addressing both academic and behavioral needs to ensure that all students receive the support they require. Lastly, please note that the percentage of children eligible for free and/or reduced-price lunches is used to determine our campus's low-income designation.

Distribution:

- **Campus Improvement Plan:** The CIP is posted on Smithville ISD's website in both English and Spanish at <https://www.smithvilleisd.org/>. Hard copies are also available at each campus' front office.
- **District/Campus Parent and Family Engagement Policy:** The campus PFE policy is posted in both English and Spanish on the website at <https://www.smithvilleisd.org/page/parent-involvement-plans>
- **Title I School to Parent Compact:** The campus Title I School To Parent Compact is posted at <https://www.smithvilleisd.org/page/state-federal-programs>. Elementary, junior high school and high school compacts will be distributed at Meet the Teacher and Open House.
- **Translations:** These documents are provided in English and Spanish. Should another language be needed, please contact Dr. Bethany Logan at blogan@smithvilleisd.org. **Traducciones:** Estos documentos se proporcionan en inglés y español. Si necesita otro idioma, comuníquese con la Dra. Bethany Logan en blogan@smithvilleisd.org.

No Tribal Lands or Native American tribes reside within the boundaries of Smithville ISD.

Demographics

Demographics Summary

Smithville Junior High is a 6th-8th grade campus. The current total enrollment is 429 students, comprised of 139 6th graders, 145 7th graders, and 145 8th graders.

The student breakdown of the major student groups are 229 White, 159 Hispanic, 21 African American, and less than 20 students who are Native American, Asian, and Pacific Islander.

There are 192 students who are economically disadvantaged. There are 221 students who are At-Risk. There are 51 students receiving services for dyslexia. There are 106 students who are receiving special education services.

It is an open-enrollment campus that serves students with varying educational needs.

Demographics Strengths

Smithville Junior High School is a culturally rich and diverse campus. We are 37% Hispanic/Latino, 53% White, 5% African American, and 6.7% other. Students from varied backgrounds and economic standing attend our campus. Our teachers have an average of 14.9 years experience with diversity that is moving towards matching our student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in Hispanic and EL population.

Root Cause: Shifting population.

Problem Statement 2: There are disparities between student groups including White, Hispanic, and African American as well as Special Education and At-Risk students in all tested subject areas.

Root Cause: Smithville Junior High did not have processes and systems for progress monitoring.

Student Learning

Student Learning Summary

	STAAR 22-23	STAAR 22-23	STAAR 22-23	STAAR 23-24	STAAR 23-24	STAAR 23-24	STAAR 24-25	STAAR 24-25	STAAR 24-25
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Reading 6th	85.71%	55.64%	21.05%	77%	51%	24%	78.68%	50%	22.06%
Reading 7th	72.88%	49.15%	29.66%	73%	50%	26%	66.67%	42.55%	20.57%
Reading 8th	74%	43.33%	18%	76%	45%	21%	79.70%	51.13%	21.80%
Math 6th	69.17%	27.82%	7.52%	63%	28%	10%	71.32%	22.79%	5.88%
Math 7th	44.05%	19.05%	1.19%	29%	6%	0%	26.73%	10.89%	0%
Math 8th	71.22%	38.85%	17.99%	61%	29%	5%	56.06%	28.79%	9.85%
Science 8th	74.32%	49.32%	12.84%	75%	44%	16%	75.74%	52.94%	17.65%
Social Studies 8th	46.38%	19.57%	7.97%	38%	16%	3%	50.00%	21.64%	8.21%

Student Learning Strengths

SJHS is above state average in 8th grade Science in meets. Social Studies grew significantly from 2024 by 10 percentage points. We are with the state average in approaches in RLA 6th and 8th grade. In 8th grade RLA we grew four percentage points in meets. In 8th grade math we grew 5 percentage points in meets. We received a distinction designation in academic achievement in science.

Students are receiving 15 hours of intervention for math and English that were below approaches from the previous school year. Students can obtain these intervention hours during Tiger Time, after-school interventions, and Saturday Interventions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 8th-grade social studies fell below the state average in meets and masters for 2024-2025 school year.

Root Cause: The need for stronger Tier I instruction and interventions.

Problem Statement 2: There are disparities between student groups including White, Hispanic, and African American as well as Special Education and At-Risk students in all tested subject areas.

Root Cause: Smithville Junior High did not have processes and systems for progress monitoring.

Problem Statement 3 (Prioritized): 6-8th grade math scores in STAAR were below the state average.

Root Cause: Instruction did not align with the curriculum to the rigor of STAAR with concrete, pictorial and abstract.

School Processes & Programs

School Processes & Programs Summary

Professional Practices:

- Common Planning- Smithville Junior High teachers participate in weekly common planning meetings or PLCs (Professional Learning Communities). During common planning teachers, under the guidance of the administration and district instructional coaches, internalize lesson plans for HQIM, evaluate teaching strategies, plan for instruction, participate in data analysis, and receive professional development.
- Professional development opportunities through MIA (material internalization) and Lead4Ward.
- TIL (Texas Instructional Leadership) Professional Development: Lesson Alignment & Formative Assessment
- New teachers receive ongoing instructional and systems support from the district instructional coaches, administrators, and mentor teachers
- All classrooms participate in Fundamental 5 instructional strategies and CHAMPS.
- Teachers and students utilize short cycle assessments to monitor student learning. Students needing extra support in pre-requisite skill acquisition in reading or math are enrolled in local intervention classes during Tiger Time.
- During personnel interviews, a committee is used during the hiring process to evaluate the best choice for the need on campus.
- Sheltered Instruction professional development opportunities
- Co-Teach professional development opportunities
- Developing processes and plans for MTSS (Multi-Tiered Systems of Support)

Programs and Opportunities for Students:

- Tiger Time Intervention: Students who previously did not meet standards on the STAAR test will participate in a 30 minute intervention time designed to address gaps in student learning. Tiger time can focus on pre-requisite skills, organizational strategies, and character education. I-Ready and Character Strong will be one of the tools.
- All students have the opportunity to participate in academic UIL events.
- The counselor is developing groups based on campus and student needs.
- The counselor is providing Bully Prevention to the students during classes.
- GT opportunities are provided during Tiger Time using Destination Imagination and Texas Future Problem Solvers. Destination and Imagination and Texas Future Problem Solvers also participate in competitions.
- Dyslexia Students utilize the Reading By Design curriculum.

Procedures:

In addition to the items listed above, Smithville Junior High also implement the following practices and procedures:

- Master Schedule: The master schedule is built in an effort to increase both student instruction and teacher preparation and planning time. The master schedule includes a 30 minute intervention time, a daily 45 minute common planning PLC time for each team.
- PBIS: The campuses have developed PBIS (Positive Behavior Interventions and Supports) to help encourage positive student interactions with each other and with teachers.

- Counseling Groups (craft, game boards, etc.) Based on survey from students.
- SEL Instruction (Character Strong) during Tiger Time.
- HB 1416 Intervention time is built-in during Tiger Time, After School Intervention, and Saturday School intervention. IReady will be a tool used during this time.
- CHAMPS is integrated in the common areas and classrooms

School Processes & Programs Strengths

School Process & Program Strengths Include:

- Professional Learning Communities (Common planning at the end of the day)
- Scheduled Intervention Time
- Continue of Fundamental 5
- Observations and Feedback including TIA walks.
- Campus Administrators to lead Common planning and perform teacher observations and provide feedback
- CHAMPS and MTSS/PBIS used throughout the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are disparities between student groups including White, Hispanic, and African American as well as Special Education and At-Risk students in all tested subject areas.

Root Cause: Smithville Junior High did not have processes and systems for progress monitoring.

Problem Statement 2 (Prioritized): 6-8th grade math scores in STAAR were below the state average.

Root Cause: Instruction did not align with the curriculum to the rigor of STAAR with concrete, pictorial and abstract.

Perceptions

Perceptions Summary

Smithville Junior High School Mission

Smithville Junior High School builds respectful relationships and positive connections among staff, students, families and community. We create a safe, inclusive, and supportive learning environment. We consistently model high expectations and individual accountability. We provide an innovative curriculum and relevant instruction to encourage creativity and support student success.

Smithville Junior High Vision

Smithville Junior High builds respectful relationships in a safe learning environment to inspire success.

Staff Perceptions/Engagement: At the end of the 2025-26 school year, SJHS administration conducted a staff climate survey.

Survey highlights include:

- The belief that teachers are knowledgeable in their subjects areas
- The drive for consistency to improve the JH

Areas to Address Include:

- Promoting the success of teachers and staff
- Increased community support
- Increased consistent use of strategies for addressing discipline issues
- Professional development on SEL

Community Engagement

For the 25-26 school year, the SJHS administration is implementing the responses to the ESF(Effective Schools Framework) Survey from the 25-26 school year.

Communication systems that are being used is Rooms and translates from English and Spanish.

Perceptions Strengths

Campus Perception Strengths include:

- Strong educational culture
- Opportunities for students to grow socially, emotionally, and academically

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Reduce disciplinary incidents

Root Cause: SJHS must develop and maintain a campus-wide expectation and behavioral management system.

Problem Statement 2: Need for additional parent involvement opportunities

Root Cause: SJHS limit opportunities for parent involvement through different means.

Priority Problem Statements

Problem Statement 1: 6-8th grade math scores in STAAR were below the state average.

Root Cause 1: Instruction did not align with the curriculum to the rigor of STAAR with concrete, pictorial and abstract.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 3: Reduce disciplinary incidents

Root Cause 3: SJHS must develop and maintain a campus-wide expectation and behavioral management system.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Success

Performance Objective 1: Our campus is committed to achieving a state accountability rating of 'B' with a scaled score of 80 by May 2026, while ensuring student success through targeted instruction and support that results in at least 44% of students meeting grade-level expectations in Reading/Language Arts and 47% in Math, as measured by federal accountability standards.

High Priority

Evaluation Data Sources: STAAR Scores, Short Cycle Assessments, I-Ready, Unit Tests, Exit Tickets, Observation Data, Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Implement year long At-Risk Interventions (including HB 1416) during Tiger Time, After school, and Saturdays utilizing I-Ready and other TEA vetted programs. Strategy's Expected Result/Impact: Increase all tested subject areas short cycle scores. Staff Responsible for Monitoring: Hudspeth, Ricketts TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment by implementing high quality instructional material into the classroom which have well-balanced focused lesson plans and assessments that target the needs of all students and monitor student progress to grow on STAAR. Strategy's Expected Result/Impact: Student achievement, as a whole and as student groups, will increase. Staff Responsible for Monitoring: Hudspeth, Ricketts TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	May	Aug	June

Strategy 3 Details	Reviews			
Strategy 3: Campus administrators will coach teachers during PLC with internalizing material protocol so that STAAR "Meets Expectation" scores meet or exceeds 60%. Strategy's Expected Result/Impact: Increased learning due to improved teaching performance in the use of data analysis and instructional response to the data Staff Responsible for Monitoring: Hudspeth and Ricketts TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Dec	May	Aug	June
Strategy 4 Details	Reviews			
Strategy 4: Campus administrators will utilize Walkthroughs, at least 10 per week, to provide real time feedback to instructional staff so that 60% of students meet expectations on STAAR. Strategy's Expected Result/Impact: Provide valuable feedback to instructional staff on classroom instruction. Staff Responsible for Monitoring: Hudspeth and Ricketts TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 General Fund	Formative			Summative
	Dec	May	Aug	June
Strategy 5 Details	Reviews			
Strategy 5: Provide a vertically aligned curriculum and support the alignment through weekly content PLCs so that core instruction increases rigor and 60% of the students meet expectation on STAAR and campus short cycle tests. Strategy's Expected Result/Impact: Increased student achievement through a vertically aligned curriculum Staff Responsible for Monitoring: Hudspeth and Ricketts TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	May	Aug	June

Strategy 6 Details	Reviews			
Strategy 6: Implement practice for TELPAS students during Tiger Time using Summit K12. Strategy's Expected Result/Impact: Increase student achievement to exit students from the program. Staff Responsible for Monitoring: Hudspeth and C. Johnson	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 2: By May 2026, the campus will fully implement a Multi-Tiered System of Supports (MTSS) framework focused on whole-child development by:

Establishing a campus MTSS team that meets at least monthly,

Implementing Positive Behavioral Interventions and Supports (PBIS) strategies schoolwide with 90% staff fidelity , and

Conducting quarterly data reviews of discipline, attendance, academic performance, and dropout risk indicators, in order to reduce office discipline referrals by 15%, increase student attendance by 2%, and improve academic proficiency rates by 10% compared to the 2024-2025 school year.

Evaluation Data Sources: MTSS/PBIS Committee Presentations, Google Calendar, Discipline Data, Attendance Data, and Dropout Data

Strategy 1 Details	Reviews			
Strategy 1: Implement staff and student PBIS committees to improve campus climate and culture. Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections. Staff Responsible for Monitoring: Ricketts, Hudspeth ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Implement PBIS systems (CHAMPS) into the classroom and common areas. Strategy's Expected Result/Impact: Increase positive behaviors on campus with recognizing students and staff. Decrease office referrals by adding student reflections for behaviors. Staff Responsible for Monitoring: Ricketts, Hudspeth ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June

Strategy 3 Details	Reviews			
Strategy 3: Review discipline data to promote positive behaviors by rewarding students. Strategy's Expected Result/Impact: Increase positive behaviors by implementing Tiger Tickets and reward opportunities for students. Staff Responsible for Monitoring: Ricketts, Hudspeth ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 4 Details	Reviews			
Strategy 4: Review At-Risk student data monthly to implement Tier 1, Tier II and Tier III strategies through MTSS team. Strategy's Expected Result/Impact: Increase of the performance of at-risk students. Staff Responsible for Monitoring: Ricketts, Hudspeth, Edwards TEA Priorities: Improve low-performing schools	Formative			Summative
	Dec	May	Aug	June
Strategy 5 Details	Reviews			
Strategy 5: Review campus procedures and expectations through monthly classroom Town-hall meetings and input forms. Strategy's Expected Result/Impact: Increase positive behaviors on campus with recognizing students and staff. Decrease office referrals by adding student reflections for behaviors. Staff Responsible for Monitoring: Ricketts ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 6 Details	Reviews			
Strategy 6: Students within special populations of Special Education, McKinney Vento, and Emergent Bilingual will reduce disciplinary, exclusionary placements by 5% through support provided through MTSS. Strategy's Expected Result/Impact: Increase the support students receive through multi-tiered support system to decrease placements. Staff Responsible for Monitoring: Ricketts	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 3: Campus will actively be working to move closing the gaps Domain III. (identification reason: special education)- All students in all sub populations will be at 44% 'Meets' RLA and 47% at 'Meets' Math by May 2026.

High Priority

Evaluation Data Sources: STAAR Scores, Short Cycle Assessments, I-Ready, Unit Tests, Exit Tickets, Observation Data, Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Train during professional development and PLCs and implement Sheltered Instruction strategies for ESL students in all classes. Strategy's Expected Result/Impact: ESL student scores will increase through the implementation of ESL strategies. Staff Responsible for Monitoring: Hudspeth, Ricketts TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor student achievement in math and reading for all student groups, including economically disadvantaged, special education and at-risk, and respond with changes in instructional strategy use and practices. Strategy's Expected Result/Impact: Student achievement in the various student groups will increase as the campus identifies and implements aligned instructional strategies. Staff Responsible for Monitoring: Hudspeth and Ricketts TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	May	Aug	June

Strategy 3 Details	Reviews			
Strategy 3: Implement co-teaching instructional strategies and monitor during walks for all special educations in math and reading inclusion settings. Strategy's Expected Result/Impact: Special Education achievement will increase as measure on state tests. Staff Responsible for Monitoring: Hudspeth and Ricketts TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Student Success

Performance Objective 4: Implement CATCH strategies including Social and Emotional Learning (SEL), Character Education, and physical education programs to provide for emotionally and physically healthy students

Evaluation Data Sources: Master Schedule, Counseling Topic Schedule, SHAC committee

Strategy 1 Details	Reviews			
Strategy 1: The teachers will present Character Strong lessons during Tiger Time class. Strategy's Expected Result/Impact: Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting. Staff Responsible for Monitoring: Edwards, Hudspeth, Ricketts ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: The counselor will provide weekly lesson reminders in newsletter for Character Strong Material to the teachers. Strategy's Expected Result/Impact: Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting. Staff Responsible for Monitoring: Edwards, Hudspeth, Ricketts ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: Coordinate with counselor to implement Bullying Prevention lessons for students and families. Strategy's Expected Result/Impact: Give students and parents the opportunity to learn more about the effects of bullying, warning signs to look for, and how to help your child if they are involved in a bully situation. Staff Responsible for Monitoring: Edwards, Hudspeth, Ricketts ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June

Strategy 4 Details	Reviews			
Strategy 4: The counselor is creating groups during lunches to increase positive behaviors. Strategy's Expected Result/Impact: Give the student experience and opportunities to work through challenges happening on campus and opportunity to work with others in a non-threatening setting. Staff Responsible for Monitoring: Edwards and Hudspeth ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 5: Increase student engagement opportunities in extra-curricular, enrichment, and transitioning activities.

Evaluation Data Sources: Student scores, student participation rates

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide support for Project Lead The Way to increase student access to STEM activities and enrichment/elective options. Strategy's Expected Result/Impact: Provide additional enrichment/elective option to students. Staff Responsible for Monitoring: Hudspeth Funding Sources: Professional Development & Training Modules - 211 Title I, Part A - \$5,000	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide GT support through Tiger Time with Destination Imagination and Tx Future Problem Solvers programs. Strategy's Expected Result/Impact: Provide enrichment option to students. Staff Responsible for Monitoring: Hudspeth Targeted Support Strategy	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to provide support for Career Exploration to increase student enrichment/elective options. Strategy's Expected Result/Impact: Provide enrichment option to students. Staff Responsible for Monitoring: Ricketts ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 4 Details	Reviews			
Strategy 4: 100% of the students 6-8 grade will receive explicit instruction on digital literacy and use of technology. Strategy's Expected Result/Impact: Provide students with an understanding while using technology how to communicate information safely and appropriately. Staff Responsible for Monitoring: Ricketts and Hudspeth	Formative			Summative
	Dec	May	Aug	June

Strategy 5 Details	Reviews			
Strategy 5: Students transitioning from Smithville Elementary to Smithville Junior High School will have at least one opportunity per year (BOY or EOY). Strategy's Expected Result/Impact: To ensure a smooth transition to a new campus in order to integrate services. Staff Responsible for Monitoring: Hudspeth, Ricketts, and Edwards	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Staff Satisfaction and Engagement

Performance Objective 1: To strengthen staff engagement and satisfaction in the 25-26 school year, our campus will implement a strategic mentoring program that thoughtfully pairs mentors and mentees on-site, fostering professional relationships through ongoing collaboration, peer observation, and constructive feedback -- all aimed at improving instructional practices and building a supportive campus culture.

Evaluation Data Sources: Mentor/mentee surveys

Strategy 1 Details	Reviews			
Strategy 1: Principal, Assistant Principal, and Instructional Coach will strategically place mentors & mentees to facilitate support and daily interaction Strategy's Expected Result/Impact: Rapidly enhance teacher practice and instructional fidelity. Staff Responsible for Monitoring: Hudspeth, Ricketts, Vasquez	Formative			Summative
	Dec	May	Aug	June
			 No Progress	
Strategy 2 Details	Reviews			
Strategy 2: Structured observation time for mentee and mentors to observe classrooms or mentors observe mentee classroom focusing on specific instructional absolutes, classroom procedures, and routines. Strategy's Expected Result/Impact: Cultivate instructional capacity and professional expertise among all staff. Staff Responsible for Monitoring: Hudspeth and Ricketts	Formative			Summative
	Dec	May	Aug	June
			 No Progress	
Strategy 3 Details	Reviews			
Strategy 3: Mentees and Mentors have regular weekly meetings and instructional coach meets with them three times a year. Strategy's Expected Result/Impact: Provide regular support and feedback to mentees. Staff Responsible for Monitoring: Hudspeth, Ricketts, Misty Vasquez	Formative			Summative
	Dec	May	Aug	June
			 No Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Staff Satisfaction and Engagement

Performance Objective 2: 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st to promote a culture of safety.

Strategy 1 Details	Reviews			
Strategy 1: Train all staff/students on safety drills using SRP (Standard Response Protocol). Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to emergency situations using SRP. Staff Responsible for Monitoring: Hudspeth, Ricketts ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Train all staff on cybersecurity Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to cybersecurity situations. Staff Responsible for Monitoring: Hudspeth, Ricketts ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: Provide beginning-of-year training for staff on Stop the Bleed, Narcan administration, and CPR to ensure preparedness for medical emergencies. Strategy's Expected Result/Impact: Equips staff with the knowledge and skills necessary to respond effectively to medical emergencies. This preparedness increases the safety and well-being of students and staff, reduces response time in critical situations, and promotes a culture of health and safety on campus. Staff Responsible for Monitoring: Nurse & Hudspeth	Formative			Summative
	Dec	May	Aug	June
			 No Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Staff Satisfaction and Engagement

Performance Objective 3: At Smithville Junior High School teachers will receive ongoing coaching in instructional best practices and data-driven instruction to enhance student learning outcomes. This professional support will be paired with recognition and reward opportunities through the Teacher Incentive Allotment (TIA), promoting a culture of continuous growth, staff engagement, and job satisfaction across campus.

Strategy 1 Details	Reviews			
Strategy 1: Establish instructional coherence by aligning all professional development and coaching feedback to a teacher-created Instructional "Look-Fors" Document, ensuring consistent instructional expectations that directly reflect the highest-leverage domains of the Teacher Incentive Allotment (TIA) qualifying appraisal rubric. Strategy's Expected Result/Impact: Involving teachers in creating the "Look-Fors" document and leveraging peer-to-peer mentoring gives them ownership of the campus instructional plan, fostering a culture of trust, shared leadership, and collective responsibility for student outcomes. Staff Responsible for Monitoring: Hudspeth and Ricketts TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	May	Aug	June
			 No Progress	
Strategy 2 Details	Reviews			
Strategy 2: Highlight exemplary instructional practices observed on campus every other week by featuring them in the weekly newsletter. Strategy's Expected Result/Impact: Creating a culture of fostering growth. Staff Responsible for Monitoring: Hudspeth and Ricketts	Formative			Summative
	Dec	May	Aug	June
			 No Progress	
Strategy 3 Details	Reviews			
Strategy 3: We will strategically enhance staff engagement and job satisfaction by implementing a structured teacher morale booster, offering a variety of intentional, non-evaluative activities designed for teacher appreciation, stress reduction, and collaborative fun. Strategy's Expected Result/Impact: Implementing a structured teacher morale booster positively influences staff engagement, job satisfaction, and overall campus climate. Teachers feel valued, supported, and connected to their colleagues. Staff Responsible for Monitoring: Hudspeth & Ricketts	Formative			Summative
	Dec	May	Aug	June
			 No Progress	

Strategy 4 Details	Reviews			
Strategy 4: Conduct mini-coaching sessions with teachers to build an open-door culture and support the implementation of Texas Instructional Leadership (TIL) strategies. Strategy's Expected Result/Impact: Mini-coaching sessions foster an open, collaborative relationship between instructional leaders and teachers, creating a culture of trust and continuous growth. Staff Responsible for Monitoring: Hudspeth & Ricketts TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	May	Aug	June
			No Progress	
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Staff Satisfaction and Engagement

Performance Objective 4: To foster a positive campus climate and culture, staff will be engaged in consistent two-way communication through staff surveys each nine weeks.

Evaluation Data Sources: Staff surveys every nine weeks

Strategy 1 Details	Reviews			
Strategy 1: During the weekly meetings with principal, assistant principal, and counselor share campus updates and collaboratively address concerns from staff to promote a positive school culture. Strategy's Expected Result/Impact: Improved campus climate and culture Staff Responsible for Monitoring: Hudspeth, Ricketts, Edwards TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	May	Aug	June
			 No Progress	
Strategy 2 Details	Reviews			
Strategy 2: Every nine weeks anonymous staff surveys will be used to gather broader input. Feedback from these structures will be reviewed, communicated back to staff, and used to guide decision-making, ensuring staff voices are valued and heard. Strategy's Expected Result/Impact: The campus will increase staff engagement, ensure that teacher voices are heard, and promote a more positive and collaborative school culture. This process will support data-informed decision-making and improve overall staff satisfaction and investment in school initiatives. Staff Responsible for Monitoring: Hudspeth & Ricketts TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	May	Aug	June
			 No Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 1: Provide regular communication to parents regarding events and opportunities on campus

Evaluation Data Sources: District Website, Facebook , Rooms

Strategy 1 Details	Reviews			
Strategy 1: Utilize Rooms and District Website to notify parents of events and opportunities on campus. Strategy's Expected Result/Impact: Get information to parents through multiple medias. Staff Responsible for Monitoring: Hudspeth, Ricketts, Peterson ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Newsletter - 211 Title I, Part A - \$374	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Every nine weeks provide a newsletter to parents focusing on campus events and information. Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Hudspeth, Koch	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 2: Provide 2 parent involvement opportunities during the 2025-2026 school year.

Evaluation Data Sources: Attendance Sheets, Schedule

Strategy 1 Details	Reviews			
Strategy 1: Parent/Counselor Bully Prevention 101 Session Strategy's Expected Result/Impact: Allow transparency between the school and the community/parents on effects of bullying on students, warning signs to look for, and how to help your child if involved in a bully situation. Staff Responsible for Monitoring: Edwards, Hudspeth ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Meet the Teacher/Open House Strategy's Expected Result/Impact: Establish face to face communication between parents, teachers, and staff Staff Responsible for Monitoring: Hudspeth and Ricketts ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 3: Gather feedback from parents throughout the school year.

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: In the parent newsletter create an online survey and use input from parents during the SBDM meetings to improve the campus. Strategy's Expected Result/Impact: Gather parent feedback on how the campus can continually improve. Staff Responsible for Monitoring: Hudspeth, Ricketts ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Financial and Operational Systems

Performance Objective 1: Maintain attendance rate of 95% or more for the 2025-2026 school year.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
Strategy 1: Campus will analyze weekly attendance reports, establish clear attendance expectations for parents, communicating attendance concerns through letters and phone calls. The campus will also create and implement an attendance incentive plan for students. Strategy's Expected Result/Impact: Improve attendance Staff Responsible for Monitoring: Ricketts, Koch	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Principal, registrars, and counselors will coordinate to ensure all PEIMS data is entered correctly for At-Risk students. Strategy's Expected Result/Impact: Ensure correct information in PEIMS data Staff Responsible for Monitoring: Hudspeth, Edwards, Koch	Formative			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	3	Campus administrators will coach teachers during PLC with internalizing material protocol so that STAAR "Meets Expectation" scores meet or exceeds 60%.
1	3	2	Monitor student achievement in math and reading for all student groups, including economically disadvantaged, special education and at-risk, and respond with changes in instructional strategy use and practices.
1	3	3	Implement co-teaching instructional strategies and monitor during walks for all special educations in math and reading inclusion settings.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement year long At-Risk Interventions (including HB 1416) during Tiger Time, After school, and Saturdays utilizing I-Ready and other TEA vetted programs.
1	1	2	Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment by implementing high quality instructional material into the classroom which have well-balanced focused lesson plans and assessments that target the needs of all students and monitor student progress to grow on STAAR.
1	3	1	Train during professional development and PLCs and implement Sheltered Instruction strategies for ESL students in all classes.
1	3	2	Monitor student achievement in math and reading for all student groups, including economically disadvantaged, special education and at-risk, and respond with changes in instructional strategy use and practices.
1	3	3	Implement co-teaching instructional strategies and monitor during walks for all special educations in math and reading inclusion settings.
1	5	2	Continue to provide GT support through Tiger Time with Destination Imagination and Tx Future Problem Solvers programs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	2	Monitor student achievement in math and reading for all student groups, including economically disadvantaged, special education and at-risk, and respond with changes in instructional strategy use and practices.

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mildred Miles	Instructional Coach	ESSER funds	1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Professional Development & Training Modules		\$5,000.00
3	1	1	Parent Newsletter		\$374.00
Sub-Total					\$5,374.00